

CONFIDENTIAL

Approved For Release 2002/07/10 : CIA-RDP78-05939R000200030018-6

29 December 1951

MEMORANDUM TO: Assistant Director/Personnel
FROM : Acting Personnel Director
SUBJECT : Progress Report - Personnel Program

1. In accordance with paragraph 3 of your memorandum of 12 December 1951 to the Deputy Director/Administration outlining a program for improvement of the over-all personnel situation, progress for the month of December 1951 is reported below.

2. Improved initial selection and placement of employees.

a. Memoranda emphasizing the need for improved placement procedures have been circulated to personnel staff members concerned. (See Attachments 1 and 2.)

b. A check list for interview reports has been completed and furnished each interviewer. (See Attachment 3.)

c. Greater emphasis has been placed on techniques of interviewing and interview reporting in the training of recruitment officers.

d. Procedures for checking business references of applicants in grades GS-11 and over were put in operation 26 December 1951. (See Attachment 4.)

e. New recruitment officers are receiving individual training in testing and are provided with special manuals of instruction for performing testing in the field.

f. Memorandum dated 16 October 1951 describing the Differential Aptitudes Tests and test profiles (Attachment 5) illustrates materials published to assist recruitment and placement officers in the use of test information. Division Chiefs in Personnel have been instructed to set up training sessions for their staffs on this topic.

g. Initial steps in test validation and reliability studies are underway. Completion of such studies will require coordination with performance evaluation projects in order to obtain adequate criteria for checking the predictive accuracy of the tests. Whether or not changes in present tests are necessary will depend on the results of this research.

~~SECRET~~

SECURITY INFORMATION

Approved For Release 2002/07/10 : CIA-RDP78-05939R000200030018-6

CONFIDENTIAL

DOCUMENT NO. _____

NO CHANGE IN CLASS. ☐

☐ DECLASSIFIED

CLASS. CHANGED TO: TS S *02011*

NEXT REVIEW DATE: _____

DATE: *26/10/74* REVIEWER: _____

25X1

CONFIDENTIAL

eee

2. Placement follow-up.

Instructions to initiate a regular program of placement follow-ups are contained in the memorandum on Improved Placement Operations (Attachment 1). Appointees entering on duty since 1 December 1951 will be included in the program. It is suggested that a memorandum as drafted in Attachment 6 be circulated to all Assistant Directors to advise them of the program. It is believed that such an explanation of the purpose and nature of the placement follow-up will result in better cooperation from operating officials.

3. More accurate recruiting requisitions.

a. In accordance with attached memorandum (Attachment 1) regarding improved placement operations, a comprehensive review of recruitment requests is in progress in order to determine whether or not the positions may be filled by promotion from within.

b. On 6 December 1951, each Placement Officer in Personnel Division (Covert) was assigned a type of position for which he is to develop qualifications specifications in cooperation with operating officials. As this group is completed, new assignments will be made until qualifications standards have been established for all positions.

4. Performance evaluation.

A plan of performance evaluation for use in CIA has been developed by a Career Service Program working group. The evaluation form and procedures for administering the program will be submitted for the consideration of the Career Service Committee by 5 January 1952.

5. Improved supervision of personnel.

It is recommended that the Director of Central Intelligence issue a memorandum requesting that special attention be given by supervisory officials to the problems of employee utilization. Attachment 7 is suggested as a draft proposal of such a memorandum.

6. More reliable turnover reports.

a. The Personnel Studies and Procedures Staff is developing a more accurate reporting system for turnover statistics.

SECRET

CONFIDENTIAL

b. Special attention in exit interviews is being given to eliciting the actual reason for separation.

Acting Personnel Director

25X1

Attachments:

1. Memo dated 13 Dec 51: "Improved Placement Operations"
2. Personnel Director Memo 18-51: "Selection of Personnel"
3. Interview Report Check List
4. Personnel Director Memo 19-51: "Employment Checks"
5. Memo dated 16 Oct 1951: "Differential Aptitude Testing"
6. Draft memo: "Placement Follow-up Program"
7. Draft memo: "Supervisory Responsibilities in Personnel Management"

SECRET

C O P Y
CONFIDENTIAL INFORMATION

Chief, Personnel Division (Covert)
Chief, Personnel Division (Overt)

13 December 1951

Acting Personnel Director

Improved Placement Operations

1. The effectiveness of our personnel program depends largely upon the kind of placement work we are doing. Placement should be regarded as an internal recruitment and selection process which, as part of the general effort to secure the right man for the right place, operates as one of the most important factors in reducing employee turnover.

2. Immediate attention must be given to the means for improving our placement procedures. As an initial step, all recruitment requisitions for personnel in Grades GS-6 and above are to be reviewed to determine which employees already in the Agency qualify for promotion to these vacant positions. A systematic review of the qualifications of persons currently employed will be required in order to relate candidates for promotion to available vacancies, contingent upon obtaining replacements for the persons promoted. Recruitment should then be promptly initiated to obtain personnel as replacements to fill the positions from which employees will be promoted.

3. A regular program of placement follow-ups must be initiated. Individual placement officers should contact both the employee and his supervisor at 30-, 60-, and 90-day intervals following entry on duty of new employees. The purpose of such follow-ups is to determine whether the employee's position assignment is a good one in terms of his ability to perform satisfactorily and his general adjustment to the requirements of the job. On the basis of such follow-ups, definite determinations should be made as to the desirability of:

- a. Retaining the employee in his present assignment,
- or
- b. Arranging corrective action, such as training, reassignment, employee relations counseling, or separation of employment.

4. A report of progress made by your Division in connection with the foregoing is requested not later than 14 January 1952.

/s/

GEORGE E. MELOON

REGISTERED

~~SECRET~~

20 December 1951

PERSONNEL DIRECTOR MEMORANDUM NO. 18-51

SUBJECT: Selection of Personnel

1. The Director of Central Intelligence has recently requested that all Assistant Directors cooperate in assuring the employment of well-qualified personnel to the end that the calibre of the CIA staff be constantly improved. It is incumbent upon the Personnel Office to assist in achieving this objective through careful screening of candidates based on the best available information as to the requirements of the positions to be filled and use of every possible device to determine that the candidate does possess the desired qualifications.

2. The pressure of urgent needs for staffing the Agency makes it easy in our day-to-day operations to transfer emphasis from "quality" to "quantity" in an effort to produce the numbers of new employees desired. This is to remind all members of the Personnel Office to continue to give first consideration to quality. The goal remains "quality in quantity".



Acting Personnel Director

25X1

~~SECRET~~

SECRET

26 November 1951

CHECK LIST - INTERVIEW SHEETS

(Supplement to PPD Memorandum No. 30-51)

This check list recapitulates information to be covered in interviews. The list will serve as a guide in reviewing your interview reports for completeness but should not be used as a series of questions asked during the interview.

1. Education: Are the following facts shown:
 - a. Names of institutions attended.
 - b. Dates of attendance.
 - c. Major courses of study.
 - d. Significant extra-curricular activities.
 - e. Academic honors.
 - f. Thesis title (if any).
2. Employment history: Are the following facts shown:
 - a. Names of previous employers (give company names).
 - b. Names of supervisors when reference checks are to be made.
 - c. Results of any reference checks made.
 - d. Types of duties performed, number and kind of employees supervised, salaries received.
 - e. Reasons for leaving previous jobs.
3. Military service: Are the following facts shown:
 - a. Description of pertinent duties performed and length of time spent in each assignment. Give MOS number if possible, particularly in M.I. field.
 - b. Branch of service.
 - c. Dates of service.
 - d. Final rank.
 - e. Training courses or service schools attended.
4. Foreign language and area knowledge:
 - a. Have you indicated for each foreign language known the degree of proficiency in reading, writing, and/or speaking? How was knowledge acquired? (Native tongue, study, travel, etc.)
 - b. Does applicant have special foreign area knowledge? How was it acquired? (Residence, study, etc.) If through residence, indicate when, how long, and in what capacity.
5. Foreign connections:

Have you inquired into possible foreign connections and reported details? (Country, relationship, etc.)

CONFIDENTIAL

SECURITY INFORMATION

S E C R E T

6. Unfavorable circumstances:

Have you explained the questions relative to "unfavorable circumstances" and recorded details of any such elements?

7. Personal data:

Have you reported your opinion on the following factors:

- a. Appearance: physical description, dress, etc.
- b. Manner: poise, ease in conversation, nervousness, alertness, etc.
- c. Health: Possible disqualifying defects.
- d. Maturity: (considered in terms of applicant's age and background).

Have you discussed and reported on the following:

- a. Draft or reserve status.
- b. Family situation: number of dependents considered in terms of possible assignments, salary requirements.
- c. Willingness to go overseas; preferences and limitations as to area, if any. (Will he go without family, with family, etc.)
- d. Job interests: stated preference of applicant. Have you indicated whether applicant appears to be seeking a job or a career? Why he is interested in CIA?
- e. When will the applicant be available for duty?
- f. For PM candidates: is applicant willing to undergo jump training?

8. Other information:

Have you mentioned any other fact, impression, or opinion which would be of value in placement of the applicant or would help to present him as an individual?

9. Personnel pool:

If applicant is being considered for a clerical-type position, have you discussed assignment to the personnel pool with him (conditions of assignment, type of work done in pool, etc.)?

10. Evaluation:

Have you given your over-all evaluation of the applicant?

11. Recommendations:

Have you indicated your own recommendations as to the applicant's potential usefulness to the Agency with specific job suggestions when possible? Are reasons for selection or rejection clearly stated?

C O N F I D E N T I A L

20 December 1951

PERSONNEL DIRECTOR MEMORANDUM NO. 19-51

SUBJECT: Employment Record Checks

1. Successful selection and placement are achieved when there is a proper matching of jobs and people, or stated more precisely, when jobs match the capabilities of the individuals assigned to them. If the employee's job calls for abilities that he does not have and cannot develop, the result is poor production, inequitable shifts of workload to others, frustration, job dissatisfaction, and sometimes a weakened administrative structure. On the other hand, when the job calls for only a fractional part of his ability, the employee is apt to develop a general attitude of dissatisfaction, frequently expressed in the form of assumed grievances against the Agency in general and his supervisors in particular.

2. The matching of jobs with the capabilities of employees requires skillful analysis of individuals' qualifications (abilities, skills, interests, and traits) in terms of the requirements of the individual positions. The correctness of this appraisal depends largely upon the information at hand. In the past the selection and placement of new employees resulted mainly from information supplied by the applicant on the Personal History Statement, together with interviews conducted and recorded by representatives of the Personnel Office, and occasionally by operating officials. Although these are essential elements in any selection and placement program, there should be full recognition of the need for supplementing these appraisal devices.

3. A good "paper record", as reviewed on a Personal History Statement, is no assurance that the applicant possessed or developed the knowledge, skills, and traits needed on past assignments, and the placement officer is not "safe" in assuming that the applicant adequately served in these assignments. The limitations inherent in interviewing likewise dictate the need to draw upon supplementary sources of information, wherever this is possible. In this connection we are endeavoring to improve and to broaden our testing activities as measures of applicants' qualities.

4. The employment record check is another device for obtaining information to be used in appraising an applicant's qualifications for assignment to a particular position. The employment record check is a contact made with one or more of the applicant's previous employers in order to obtain pertinent data regarding the general character of the applicant's service with these employers. Effective 26 December 1951, this type of record check will be made for each applicant contacted by a field recruitment officer where the latter believes that the individual should be considered for Agency appointment to a position in GS-11 or above. Except in unusual circumstances, the information obtained from such record checks should be forwarded with the interview reports. When the initial interview is conducted in Washington by interviewers of the Departmental Recruitment Section, Personnel Procurement Division, or by members of either the Personnel

C O N F I D E N T I A L

-2-

Division (Overt) or the Personnel Division (Covert), it will be the responsibility of the person conducting the interview to make the record check if the applicant is otherwise regarded suitable for employment.

5. Contacts will not be made with an applicant's present employer. Generally, at least two previous employers should be contacted, unless (1) this requirement conflicts with the limitation against checking with the current employer, or (2) the applicant has not been previously employed. As many contacts should be made as are required to satisfy the recruiter or interviewer that as accurate as possible a picture is developed regarding an applicant's qualifications and characteristics. Within the near future a special form will be available to serve as a guide for, and record of, these checks. In the meantime, the information obtained will be stated on letter-size paper. The name and position of the person contacted, as well as the company name and address, will be shown in every case. Pending issuance of the new form, the following questions are listed as guides for the kind of information which should be sought:

- a. Did the applicant work for your organization?
- b. When?
- c. What type of work did he do?
- d. What was his salary?
- e. Did he advance in this position with you?
- f. Was his work satisfactory?
- g. What special talents, if any, did the applicant possess?
- h. What difficulties, if any, did the applicant have in performing his work?
- i. Was the applicant more skilled in "doing" things personally or in guiding or supervising the work of others?
- j. How successful was the applicant in carrying on negotiations with persons in other divisions of the company or in other firms, agencies, etc.?
- k. Do you know what the applicant's working associates think about him?
- l. What "temperamental" traits, if any, did the applicant display?
- m. Did he lose any time because of poor health?

C O N F I D E N T I A L

C O N F I D E N T I A L

-3-

- n. What were his reasons for leaving?
- o. Would you rehire the applicant? If not, why not?
- p. Indicate on the report whether contact was made by telephone or personal visit and whether connection with CIA was revealed.

6. Although the employment record check is fairly valuable in checking about applicants, it has several limitations. These problems must be recognized to fit the information obtained into proper perspective for selection purposes. For example:

- a. In large organizations, the inquiry is often channeled to clerks who can give only a superficial response.
- b. Some former employers hesitate reporting adversely against a former employee for fear of prejudicing his reemployment opportunities.
- c. Personality clashes between the applicant and the former employer may disproportionately influence the latter's comments.

7. Wherever possible, the employment record checks should be made with the applicant's immediate supervisor. The contact is to be by telephone or in person. The value of the record check will be increased as concrete questions are asked about the applicant, rather than soliciting general impressions. Skillful querying will often disarm the individual who is reluctant to express anything adverse. In addition, the recruiter or interviewer making the record check must be fair to the applicant. If the information obtained justifies the conclusion that the applicant is not suited for the position originally considered, his qualifications for other fields should be considered. The man who is maladjusted in one occupation may be successful in other jobs involving traits in which he is superior.



Acting Personnel Director

25X1

C O N F I D E N T I A L

TO : Placement and Procurement Officers
VIA : Chief, Personnel Division (0)
FROM : Chief, Testing Branch

DATE: 16 October 1961

SUBJECT: Differential Aptitude Testing and Profile Report of Performance

1. In order that Placement and Procurement Officers will be fully informed with regard to testing services for applicants and employees, this memorandum, supplementing our memorandum of 15 January 1961, subject, "Dissemination of Information Relating to Testing Procedures," has been prepared as a description of the factorial nature of the aptitude tests administered by the Testing Section of this Branch and, corollarily, as a review of the fundamental applications of the profile method currently used for reporting test results.

2. APTITUDE TEST BATTERIES: Authorities in the field of mental testing have long recognized that mental ability is composed of many kinds of mental activity and that several tests yielding separate scores on the different areas of mental activity are of more value in guidance and selection processes than one composite score such as the Intelligence Quotient score. Several separate scores can indicate both strengths and weaknesses in specific areas. The tests used by the Testing Section have been selected in conformity with this factorial approach. This method is particularly well illustrated by the Differential Aptitude Tests used for clerical and administrative persons. The Differential Aptitude Tests are designed toward multiple measurement of multiple abilities for purposes of guidance and employment selection. They are essentially power tests as opposed to speed tests, and are possessed of low intercorrelations to assure measurement of discrete aptitudes as much as possible.

3. PUBLISHERS' NORMS: These, then, are the basic theories upon which differential testing is built. The next step in a discussion of tests is, of course, the treatment of scores. A raw score which states briefly the number of items correctly answered after the scoring operation has been performed is of little use in itself, even if the reviewer of the score were well acquainted with the number of possible answers and scoring procedures on each test. He still would be confronted with the need for comparing the raw score with some scale to indicate whether it is considered a good or poor performance for that test. This is the function of a percentile score. A percentile score shows what percentage of all

the people taking the test made better scores and what percentage made poorer scores than the individual in question. An individual, then, whose raw score places him in the 50th percentile, is in the middle of the total population taking the test, since 50% of those taking the test performed better and 50% poorer.

As now the percentile scores apply to the testing facilities here at CIA? Percentile norms based on a 12th grade population were compiled by the publishers of the Differential Aptitude Tests for each test. Every individual's raw score for every test is converted into a percentile score for purposes of comparison with the total 12th grade population that took the test (standardization population). This can also be said of percentile ranks for all other tests administered by the Testing Section but, of course, the population on which each test has been standardized varies with the test.

b. Carrying the techniques of comparison still further, the Testing Section felt that some means of comparing an individual with others tested by CIA at his level was necessary. Accordingly, a mean CIA score has been computed for each test for each grade level from GS-2 through GS-9. With these mean or average scores, it is possible to see how (by the percentile score) the individual's performance compares with all others (publishers sample) taking the test and how (by the mean score) he compares with all applicants and employees tested by CIA for his type of position at his own grade level.

4. PROFILE REPORTS: Therefore, as a graphic presentation of these two comparisons, the Testing Section has employed the profile as its instrument for reporting test results. Shown on the profile is a percentile scale ranging from 0 to 100 and a list of tests in the particular battery used. The profile selected for the individual has printed on it the CIA mean scores for each test at his particular grade level. The individual's percentile scores for each test are then plotted on the profile in red, so that his performance in reference to the total population taking the test is apparent. His performance in reference to his own grade level at CIA can be seen by noting the relation of the percentile score in red to the mean CIA score in black printed on the profile. These two comparison procedures formulate the picture of degree of ability for each test. The next process in the use of the profile is the evaluation of total performance in relation to a particular individual's qualifications for a particular type of position.

5. EVALUATION OF PROFILES FOR CIA POSITIONS: Each type of position, often each particular position, has its own qualification requirements. Under current personnel selection procedures specific requirements characteristic of the diverse types of CIA positions cannot be known in detail by the Testing Section. Further, it would not be feasible to attempt pin-point testing of abilities peculiar

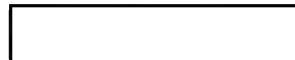
to each authorized position in this agency. Therefore, the differential approach, as outlined in the discussion above, has been adopted for accommodating the large numbers of applicants referred to this Branch for testing. Under this procedure, measurement is made of a limited number of significant general and specific aptitudes and skills which are relatively common to a wide range of positions. A Placement or Procurement Officer who is well informed as to the requirements of a certain specific position and who understands the true meaning of a test performance profile can adequately evaluate the individual's worth as indicated by tests. Inherent in this process, of course, is a general knowledge of the area covered by the tests used, as discussed in the memorandum of 15 January 1951 from this Branch.

6. In conclusion, certain potential pitfalls existing in this or any testing program should be noted. Specifically, for this program they are as follows:

a. The construction of the profiles must be fully understood. If there is any doubt about the meaning of scores, the profile is useless to the person reviewing it.

b. The differential approach to testing cannot operate successfully unless each person using test results understands its theory. This is necessary to avoid the grave error of seeking applicants who stand very high on the scale in every test. With a battery of tests whose intercorrelation is low, deliberately so, the basic assumptions are that the average individual will not do well in every aptitude tested and that every position requires proficiency in a different combination of these tests. Therefore, a general knowledge of the tests used is necessary in conjunction with familiarity with specific job requirements for proper weighting of tests in evaluating performance.

c. An understanding of the fact that tests can be of great aid in personnel selection and placement is needed, but this must be tempered with the realization that no competent authority would advise the use of tests as the only criterion in any situation. The scores on the individual tests, taken by themselves, provide useful information; taken as a group of scores, they take on additional meaning. They must always, however, be used in the framework of all known data about the individual and the position.



STAT

MEMORANDUM TO: All Assistant Directors

FROM : Deputy Director/Administration

SUBJECT : Placement Follow-up Program

1. In order to increase the effectiveness of personnel utilization, the Personnel Office has instituted a procedure for placement follow-ups of new employees. This process is designed to evaluate the adaptability and capacity of new employees to perform the duties and responsibilities of their assignments adequately.

2. To carry out the follow-up program, individual placement people from the Personnel Office have been charged with the responsibility for contacting both new employees and their supervisors within 90 days after the employees have completed training. Upon the basis of the facts ascertained from these interviews, corrective action will be taken whenever the need is apparent to reassign, train, separate, or otherwise increase the effectiveness of employees.

3. Since the efficiency of employees is largely dependent upon the kind of placement activity initially undertaken, the cooperation and assistance of operating officials is requested in order to assure the success of this program.

WALTER REED WOLF

DOCUMENT NO. _____
NO CHANGE IN CLASS. ☒
☐ DECLASSIFIED
CLASS. CHANGED TO: TS S C
NEXT REVIEW DATE: _____
AUTH: HR 10-2
DATE 26/05/81 REVIEWER:

STAT